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ABSTRACT

A state-of-the-art analysis of correctional education in the United States was undertaken to determine significant changes or trends in relation to earlier studies in 1973 and 1977, years in which the prevailing philosophy guiding corrections was rehabilitation and resocialization, as opposed to the 1980s emphasis on deterrence and incapacitation. A mail survey was sent to all state directors of correctional education in 1983, with replies received from 44 states and the District of Columbia. Results were reported as descriptions of the extent and nature of correctional education programs for adult offenders in 1983, the nature of educational and vocational testing, and the administrative structures, budgets, and teaching personnel. Comparison of the 1983 data and the earlier studies was made through statistics for each time period. Statistics reported by the Lehigh study showed that the average number of inmates enrolled in educational programs of any kind had increased from 304 in 1977 to 571 in 1983. Staffing comparisons were not possible due to different reporting techniques. Some of the same tests were used on inmates throughout the period, but in different proportions. Expenditures per student increased from $906 to $1,579 between 1977 and 1983. The administration of correctional education and the number of correctional school districts showed little change over the years. Twelve tables provide comparative data. (KC)

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CORRECTIONAL EDUCATION; A STATE OF THE ART ANALYSIS

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PREFACE

This state of the art analysis of correctional education in the United States was undertaken in an effort to determine significant changes or trends in relation to earlier studies that have been reported. In particular, the current study attempted to determine the extent to which there have been significant changes in the nature and/or extent of correctional education since earlier studies reported in 1973 and 1977, years in which the prevailing dominant philosophy guiding corrections was rehabilitation and resocialization, as opposed to the emphasis in the 1980s on deterrence and incapacitation.

It is intended that the results of this study will be of value to administrators of correctional systems for adult offenders, in terms of program planning and resource development and utilization. The results of the study also should be of value to correctional administrators involved in litigation over the quality and/or quantity of educational programs provided for inmates.

The results from this study represent responses to a mail survey from 44 states and the District of Columbia.

July 7, 1987

T. A. Ryan

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CHAPTER I

BACKGROUND

Introduction

This state of the art survey of adult correctional education was undertaken for the purposes of: (1) describing the extent and nature of correctional education programs for adult offenders, the extent of participation by adult offenders in educational programs, the nature of educational and vocational counseling and testing, and the administrative structures, budgets, and teaching personnel; and (2) to compare adult correctional education in 1983 with adult correctional education in 1973 and 1977.

Rationale

Focus of Attention

Correctional education for adult offenders has been the focus of considerable attention in the decade since 1973. In the early part of the decade there was a flurry of efforts to develop and implement educational programs for adult offenders. This was a time when the philosophy of rehabilitation was gaining acceptance and had strong advocates. Then the pendulum swung away from rehabilitation toward deterrence and incapacitation. At the same time prison populations were expanding, prisons were overcrowded, budgetary cutbacks were rampant, and the public was calling for punishment. Whereas in the early years of the decade between 1973 and 1983, interest in and attention to correctional education were from the perspective of planning and implementing programs; in the waning years of the 1970s, the interest in correctional education was often from the standpoint of questioning the worth of educational programs. As the decade was drawing to a close, once again correctional education was gaining support and interest. Chief Justice Warren Burger continues to stand out as a staunch ally, as indicated by his statement that we must accept the reality that to confine offenders behind walls without trying to change them is an expensive folly with short term benefits -- a winning of battles while losing the war.

Context for the Study

There have been several surveys or evaluations of correctional education in the United States. In a review of the literature on prison education programs, Linden and Perry (1982) found relatively few evaluative studies. The last comprehensive survey of correctional education was made in 1977 (Conrad, Bell, and Laffey, 1978). An earlier national study (Dell'Apa, 1973) included some of the same variables as were included in the 1977 survey.

There is a need for a current evaluation of correctional education in light of the changes that have taken place in corrections in the last decade. Factors that may have impacted on correctional education include the court intervention in corrections, bugetary cutbacks and diminishing resources, prison overcrowding, and the change away from a philosophy of rehabilitation

to one of deterrence and incapacitation. The extent to which these factors have compounded to impact on correctional education is not known.

It was within this context that this state of the art survey of adult correctional education was undertaken. It was intended that the results of the survey would reveal not only the level of support for and participation in adult correctional education in mid-1983, but also would indicate the extent and nature of changes in adult correctional education over the last ten years. It was assumed that this information would be of value to administrators of correctional education programs in planning and implementing correctional education programs in the future.

Definition of Correctional Education

Correctional education is that part of the total correctional process of changing behaviors of offenders through purposefully contrived learning experiences and learning environments. Correctional education seeks to develop or enhance the knowledge, skills, attitudes, and values of offenders (Ryan, 1982). Davis (1978) observed that Ryan's 1970 definition implied a "comprehensive and intensive approach to correctional education, where not only are the basic educational skills provided but equal emphasis is placed on creating a more positive self-image; thus entailing a unified treatment effort" (p. 8). "Correctional education should provide a balanced approach that emphasizes equally the need for personal growth and adequate preparation for life in households, in the market place, and in contributing to the enrichment of community life" (Deppe, 1975, p. 43).

There is consensus that correctional education is comprised of four general categories of educational programs that are found in correctional institutions: adult basic education (ABE), secondary/General Educational Development (GED), vocational training, and postsecondary programs. Bell, et al., (1979) note that there may be a fifth category, social education, ". . . a recent and as yet vaguely defined category which, to a great extent, overlaps and incorporates the other four" (p. 5).

Adult Basic Education (ABE). Adult basic education includes instruction designed to improve literacy, linguistic, and numeracy skills of those who are functionally illiterate and unprepared for implementing the responsibilities of adults while incarcerated or in the free society.

Secondary/General Educational Development (GED). Secondary education is for those who are functioning at the secondary level of achievement. These programs may be provided through regular high school diploma courses, but more commonly they are provided in correctional institutions through GED preparatory programs designed to prepare individuals for taking and passing successfully the General Educational Development Equivalency Examination.

Vocational Training. Vocational education is designed to provide learning experiences to develop occupational awareness, give exploratory job experiences, and develop job skills and work habits in preparation for gainful employment. Vocational training is provided through on-the-job training and related classroom experience.

Postsecondary Education. Postsecondary education includes any college courses, and may be offered through two-year or four-year institutions of higher education. Inmates may gain college credit or may complete requirements for the associate or bachelor's degree.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the literature on correctional education for adult offenders reveals a considerable number of studies that have attempted to document the effectiveness of specific programs, either within a single institution or in several institutions within a state. These studies more often than not attempt to draw a relationship between educational programs and recidivism. There have been several studies that have focused on identification of problems or barriers. Some of the studies report inmate participation. A few studies have made surveys nationally.

Literature on Educational Program Effectiveness

The literature is replete with reports of studies designed to prove the effectiveness of educational programs for adult offenders. Some of these studies link education and achievement; others attempt to show the impact of education on recidivism. There has been a continuing debate over the years concerning the effects of education on recidivism. There are continuing efforts to demonstrate a relationship between participation in educational programs and reduced recidivism or successful post-release adjustment and employment. It is generally conceded that the evidence linking participation in education programs and reduced recidivism or post-release adjustment and employment is not conclusive, and, at best only inferential relationships can be hypothesized. Coffey (1982) noted that the impact of correctional education on post-release behavior has yet to be determined and that quality education coupled with work experience and gradual release has not been tested. In a review of the research on effectiveness of prison education programs, Linden and Perry (1982) concluded that although correctional education programs appeared to be relatively common in prisons, the research that had been reported was not conclusive. Linden and Perry (1982) found most of the studies have shown that inmates participating in educational programs make significant improvements in learning, but the impact on post-release employment and recidivism has not been conclusively established.

While accepting the finding that the evidence is not conclusive to show a direct causal relationship between reduced recidivism and participation in educational programs, McCollum (1978) observed that many correctional educators make arbitrary and unnatural distinctions between academic and vocational education, operating under the false assumption that academic education is not job training. This is done despite the impressive research data that establish that a high school diploma and a college degree significantly enhance lifetime occupational earning power.

After conducting a study to determine if variations in the quality of vocational education offered in prisons and skill levels developed by participants in these programs related to post-release adjustment, Lewis and Seaman (1978) concluded that the evidence did not demonstrate a relationship between the prison vocational education program and post-release adjustment of former inmates. Based on their findings, these researchers concluded it is not possible to determine what features of vocational training make it effective. These findings are in agreement with the conclusions of McCollum

(1978), Coffey (1982), Linden and Perry (1982), and others with regard to the lack of conclusive data to demonstrate a causal relationship between correctional education and reduced recidivism.

The literature on the effectiveness of particular correctional education programs is not directly related to this state of the art survey, which was designed to describe the extent and nature of correctional education programs for adult offenders, the availability of testing and counseling, and the administrative structures, budgets, and teaching personnel. No attempt was made to make any qualitative assessments of any of the components of correctional education.

Identification of Barriers to Correctional Education

The Education Commission of the States conducted a three-year national project that identified major issues in adult and juvenile correctional education with implications for policy development (Peterson, 1976). One of the purposes of this project was to identify alternatives to existing educational programs and to correctional practices that detracted from the effectiveness of education for adult and juvenile offenders (Pierce and Mason, 1976).

A national survey by a research team from Lehigh University (Bell, et al., 1979) reported the major problem in correctional education is lack of funding, and this is reflected in the quality of administration, lack of resources, and inability to offer meaningful programs on a continuing basis.

A team from the Syracuse University Research Corporation (Reagen and Stoughton, 1976) visited 38 prisons and 17 central prison system offices in 27 states, analyzed 360 publications, and interviewed or corresponded with over 300 prison experts to gather data providing the basis for identifying problem areas and projecting a model for the future.

Conrad (1981) reported a review of the state of the art in correctional education programs for adult offenders, based on data from interviews with correctional staff and authorities, on-site visits to 12 institutions, and a literature review. The report identified obstacles to correctional education; i.e., lack of funding, staff resistance, and administrative indifference.

Horvath (1982) surveyed correctional education administrators to determine their perceptions of the major problems in correctional education. He found the perceived problems were staff turnover and shortages, inadequate and multiple-source funding, lack of power within the institution, and inadequate space. These problems were essentially the same as those that had been identified in a 1928 survey.

A few studies focused on vocational education problems. A report by the National Advisory Council on Vocational Education (1981) identified the major issues of concern to vocational educators as funding, administration, comprehensive programming, and Federal policy and leadership. The report was developed from testimonies given at four regional hearings in 1979. Carlson (1980) observed that vocational preparation in correctional institutions generally was inadequate; there was little or no coordination of correctional

education services at Federal, state, or local levels, and the fragmentation resulted in inadequate funding and disjointed implementation of Federal legislation available to assist correctional institutions in providing educational programs.

A study by Rice, Poe, Hawes, and Nerden (1980) focused on barriers to successful vocational education programs in state prisons. The study identified nine exemplary programs, and assessed the variables commonly found in these programs.

Another study in 1980 was conducted by One America, Inc. to describe vocational education programs in nine state correctional institutions for women. This study was designed to identify elements of successful vocational programs and to assess the characteristics, needs, and aspirations of female offenders.

These studies of barriers to correctional education do not relate directly to this state of the art survey. No attempt was made to seek data on the perceived problems of correctional education administrators.

Correctional Education Programs, Enrollment, and Administration

Several studies have been reported that present data from surveys of correctional education programs, enrollment, and administration. The findings of a 1970 national needs assessment of correctional education conducted by Ryan (1970, 1973) are congruent with the results of a national survey made by the Western Interstate Commission for Higher Education (Dell'Apa, 1973). In the early 1970s, there were roughly 11% of the inmate populations enrolled in ABE; 11%, in GED or secondary education; 17%, in vocational education; and 6%, in postsecondary education. There were no significant changes in enrollment from the early 1970s until 1977 when the Lehigh University team make the national evaluation of correctional education, with the exception of postsecondary education (Bell, et al., 1979). In 1970 and 1973, there were 6% of the total inmate populations enrolled in postsecondary education; in 1977, the enrollment had increased to 10%.

Pet[illegible]a (1977) analyzed data from a 1974 survey of state prison inmates [illegible]ucted by the U. S. Bureau of Census involving interviews with 10,000 inmates from 190 state correctional facilities. The data revealed 31% needed vocational training and 68% needed further education. This finding is close to the estimate of McCollum (1978), who reported that out of an average daily population of roughly 400,000 offenders, about 150,000 are detained or serve sentences of such duration that it is not feasible to provide educational programming. The result was that roughly 250,000, or 62.5%, would be potential students for correctional programs.

In a survey of a 100% sample of adult and juvenile correctional institutions in seven southeastern states, involving interviews, site visits, and a questionnaire, it was found that the populations enrolled in vocational education, the types of vocational programs offered, and entry requirements for vocational programs were similar to the rest of the nation (Rice, Etheridge, Poe, and Hughes, 1978).

The Ohio State University National Center for Vocational Education reported a three-part study of vocational education in correctional institutions in which a review of literature was conducted, 34 standards were developed, and 929 facilities were surveyed. The survey indicated that 16% of the inmates who had vocational training opportunities participated in the programs. This is roughly the same percentage participating in 1970, 1973, and 1977 (Schroeder, 1977).

Carlson (1980) reported the results of a national study of vocational education in the correctional setting in order to analyze how much and what kind of vocational education was available for offenders and to assess the impact of Federal legislation on vocational education in correctional institutions. The report presented a profile of the prison population from data compiled from U. S. Department of Justice statistics. The report showed 8% of the population under 20 years of age; 53%, 20 to 30 years of age; and 39%, above 30 years of age. Forty-seven percent were white; 41% were black; 7%, Hispanic; and 5%, other. Fifty percent were convicted of violent crimes; 31%, crimes against property; 14%, drug-related; and 5%, public disorder. Thirty-two percent had 8th grade education or less; 43%, 9th to 12th grade but lacking a diploma or equivalency certificate; and 25%, high school diploma or above.

This survey revealed the larger state institutions offered an average of ten different vocational programs; the smaller institutions, four. The occupations most commonly offered in male institutions were auto mechanics, masonry, carpentry, electrical wiring, plumbing, welding, machine trades, radio and television repair, small engine repair, gasoline engine repair, agriculture, horticulture, barbering, shoe repair, and upholstery. The programs for female offenders in state prisons were found to be home economics/sewing, health occupations/nurse's aide, cosmetology, and business/office/clerical skills. At the time the study was done, eight states had adopted the school district administrative approach. The states were: Texas, Connecticut, Illinois, Maryland, New Jersey, Ohio, Arkansas, and Virginia.

A survey of correctional administrative practices and programs (Pope, 1982) reported eight states out of 38 had established a school district in the corrections agency. These states were: Arkansas, Connecticut, Illinois, Maine, Ohio, South Carolina, Tennessee, and Texas. This study found that eight states out of 38 had designated an agency other than the state corrections agency to provide education. The State Department of Education provided correctional education in Arkansas, Maryland, Michigan, and Vermont. In Oklahoma, the State Department of Vocational/Technical Education provided correctional education; and in Maine, the Department of Manpower Affairs provided correctional education. Kentucky and New Hampshire did not name the agency, but stated it was an agency other than corrections.

Contact, Inc. (1982) gathered information from American and Canadian correctional systems' institutional education programs for inmates. The survey included questions on enrollment in ABE, GED, college classes, education release, and staff. Thirty eight states responded to the survey, reporting on 1981 enrollment data.

The study that most directly relates to this state of the art study was done by the Lehigh University Research team in April, 1977 (Bell, et al.,

1979). The National Correctional Education Evaluation Project obtained questionnaire responses from a representative sample of U. S. Federal and state prisons (Conrad, Bell, and Laffey, 1978). Following a literature search and identification of major issues, a random sample of 200 institutions was drawn from a population of 327 state and Federal prisons with at least 100 inmates. There was a response from 163 institutions, with 75% of the respondents located in rural areas. The respondent sample included 131 male, 7 female, and 23 co-correctional institutions. The average population of male institutions was 846; female institutions averaged 118. Twenty representative institutions were visited to assess the validity and reliability of data reported in the questionnaires and to assess environmental and exogenous factors affecting correctional education programs.

The average number of inmates enrolled in educational programs of any kind was 304. Ninety-six percent of the institutions offered adult basic education, with 11% of the inmates enrolled in ABE, including an average of 47 enrolled part-time and 11, full-time.

There were secondary education programs, including high school diploma or GED, at 96% of the facilities, with 12% of the inmates enrolled, including an average of 77, part-time and 37, full-time.

Eighty-nine percent of the institutions offered vocational training, with 19% of the inmates enrolled, including an average of 41, part-time and 58, full-time.

Eighty-three percent of the institutions provided for postsecondary education, with 10% of the inmates enrolled, including an average of 49, part-time and 26, full-time.

Academic and vocational counseling was provided to all inmates by 57% of the respondents; to most inmates, 28% of respondents; to a few inmates, 10% of respondents; and to no inmates, 4% of respondents. The most commonly used tests for ability testing were the Revised Beta (46% of respondents) and the Wechsler Intelligence Tests (22% of respondents). The most commonly used achievement tests were the California Achievement Test (37% of respondents), the Test of Adult Basic Education (35% of respondents), the Stanford Achievement Test (32% of respondents), and the Wide Range Achievement Test (23% of respondents). The General Aptitude Test Battery (GATB) was most frequently used for vocational testing (52% of respondents).

Of the responding institutions, 24% reported regularly utilizing community resources; 65% occasionally used community resources; and 11% never used community resources.

The average number of teachers per institution was 1.4, part-time and 2.0, full-time for ABE; 1.4, part-time and 2.0, full-time for secondary; 1.2, part-time and 5.3, full-time for vocational; and 4.3, part-time and 0.7, full-time for postsecondary.

Of the 159 responding institutions, 36% had from 1 to 5 full-time vocational teachers; 31% had 6 to 15 full-time teachers; and 7% had 16 to 30 full-time teachers. Twenty-eight percent did not report any full-time teachers.

Thirty-two percent reported having no full-time ABE staff and 55% had 1 to 4 full-time ABE teachers. The remaining 13% had 5 to 13 full-time ABE staff. The average number of full-time GED teachers was two. Sixty-one percent of the institutions had 1 to 6 GED teachers; 36% had no full-time GED or secondary teachers.

Information related to funding and administration of correctional education programs showed that the average percentage of the total institutional budget devoted to education was 9%. The average total expenditure per institution for educational programs was $261,201.

The responsibility for administration of correctional education programs was determined by computing the percentage of various agencies involved in administration of the programs. Sixty-nine percent of the institutions reported having functional responsibility for administration; 9% reported functional responsibility rested with the State Department of Education; 1% reported functional responsibility was in the State Department of Corrections; 44% of the State Department of Corrections had functional responsibility; 16% of respondents indicated functional responsibility was in higher education institutions; 3% indicated functional responsibility was with public school systems. It should be noted that these percentages reflect multiple involvement of agencies in the administration of correctional education.

Relation of this Study to Prior Research

The research on correctional education program offerings, enrollment, and administration is limited. The studies that present demographic data are not compatible, and comparisons are difficult to make. Variables are not consistent from study to study. Some studies gathered data from states; others from institutions.

This state of the art study of correctional education took into account the prior research. The study collected data on enrollment as was done by Ryan (1970, 1973), Bell, et al. (1979), and Contact, Inc. (1982). The study collected data on vocational training by enrollment, number of programs, and type of program. Bell, et al. (1979) and Contact, Inc. (1982) investigated enrollment and number of programs. Carlson (1980) identified the kinds of vocational training programs offered in male and female institutions. Bell, et al. (1979) identified the tests used for academic and vocational counseling. Carlson (1980) and Pope (1982) investigated the states having school districts in corrections agencies. Bell, et al. (1979) and Contact, Inc. (1982) collected data on the number of teachers for correctional education. Bell, et al. (1979) investigated the agencies responsible for administration of correctional education and the percent of the total budget devoted to correctional education.

In this state of the art study, data were collected on numbers of ABE, GED, vocational training, and postsecondary programs offered; the kinds of vocational training programs available; the tests used for academic and vocational counseling; the administrative structures; and the budgets for correctional education.

This study most closely relates to the study conducted by the Lehigh

University research team in 1977 (Bell, et al., 1979). This study was designed to build upon the prior research, particularly the survey made in 1977 by the Lehigh University research team. It was intended that a comparison could be made on correctional education programs, enrollment, and administration, in order to provide insight into trends and changes taking place in correctional education. This study was done on a much smaller scale than the Lehigh University evaluation of correctional education by virtue of the fact that the resources for conducting the two studies were vastly different. Lehigh University had a sizable grant from the Law Enforcement Assistance Administration, with a team of researchers and support staff. They were able to make site visits in addition to the mail questionnaire. This state of the art survey was conducted without external funding; therefore it was necessary to limit the scope of the study. Data were collected to permit comparisons by enrollment, number of program offerings, tests most commonly used, number of teachers, administrative structure, and funding.

The study did not investigate social education, due to the lack of clarity in defining this program and the content differences in offerings in different states.

CHAPTER III

OBJECTIVES

The purposes for conducting this state of the art survey of correctional education were: (1) to describe the extent and nature of programs for adult offenders, the extent of participation by adult offenders in educational programs, the nature of educational and vocational counseling and testing, and the administrative structures, budgets, and teaching personnel; and (2) to compare adult correctional education in 1983 with adult correctional education in 1973 and 1977. The purposes are implemented in nine objectives.

Objective 1.0 is to determine the number and percent of states offering ABE, GED, vocational training, and postsecondary programs.

Objective 2.0 is to determine by state and program the percent of the total adult inmate population enrolled in ABE, GED, vocational training, and postsecondary programs.

Objective 3.0 is to determine by state for ABE, GED, vocational training, and postsecondary programs, the average number of hours per week per program; and whether offered in the correctional facility or community.

Objective 4.0 is to determine the availability of tests for educational and vocational counseling by state.

Objective 5.0 is to determine the average number of teachers for ABE, GED, vocational training, and postsecondary programs by state.

Objective 6.0 is to determine the source of teaching personnel by state.

Objective 7.0 is to determine the source and percent of total budget for correctional education by state.

Objective 8.0 is to determine responsibility for administering correctional education by state.

Objective 9.0 is to determine the extent to which school districts have been established in correctional agencies.

CHAPTER IV

METHODOLOGY

The methodology employed in conducting this study had four stages: (1) developing the survey questionnaire; (2) determining the population for the survey; (3) administering the questionnaire; and (4) analyzing and interpreting the results.

Developing the Survey Questionnaire

The survey instrument was developed by (1) determining the content areas; (2) writing items for each content area; and (3) testing and refining the instrument.

Determining Content Areas

The questionnaire was designed by first determining the content areas for the survey. The content areas were identified by analyzing the objectives of the study. Each objective constituted a content area.

Writing Items for Content Areas

For each content area, items were written to elicit responses that would provide the required data as stated in the objective. The criteria that were used in item-writing were clarity, relevance, and specificity. Items were tested against these criteria and grouped by content areas.

Testing and Refining the Instrument

When the questionnaire was completed, it was tested by first testing each item and then pilot testing the instrument. Items were tested by a panel of reviewers, and revisions were made according to feedback from the panel review. The instrument then was tested with a small group of respondents (N=12), and minimal refinements were made. The questionnaire then was ready for the survey.

Determining the Population for the Survey

The population for this survey was defined as all state directors of correctional education. It was determined that state-wide data would be requested from the central office, rather than sending the questionnaire to individual correctional facilities. The reason for this was that only limited resources were available for printing, postage, paper, stationary, and envelopes. The mailing list was developed from the Directory of Correctional Educators (O'Hayre and Coffey, 1982).

Administering the Questionnaire

A cover letter and a copy of the questionnaire were mailed to all state directors of correctional education on April 20, 1983. A follow-up letter and

copy of the questionnaire were mailed on June 8, 1983 to those state directors from whom no reply had been received. Finally, a telephone follow-up was made the week of July 18, 1983 to the states from which no response had been received. The mailing dates, telephone dates, and receipt dates were logged. A total of 50 states and the District of Columbia received the questionnaire.

Analyzing and Interpreting the Data

Data sheets were developed to record results of the survey. The data were recorded by content area and by state, and were analyzed accordingly. Where appropriate, raw data were converted to percentages. The data were interpreted by comparing the correctional education programs, enrollment, and administration in 1983 with reports from prior surveys.

CHAPTER V

RESULTS

This state of the art analysis of correctional education was conducted through a questionnaire survey of state administrators of correctional education. Returns were received from 44 states and the District of Columbia, giving a return rate of 88%. Nevada reported having closed down all correctional education due to budgetary cutbacks. The following states did not return questionnaires: Colorado, Indiana, Iowa, Tennessee, West Virginia, and Wisconsin.

Analysis of the data revealed the number and percentage of inmates enrolled in ABE, GED, vocational training, and postsecondary programs, as well as the location of where these programs were offered. The tests used for ability, achievement, vocational and psychological counseling and placement were determined by state. The average number of teachers for ABE, GED, vocational training, and postsecondary education was determined, and the percent of the total correctional budget devoted to correctional education was computed. Finally, the administrative responsibility and the number of states having school districts in the Department of Corrections was determined.

Enrollment in Adult Basic Education (ABE)

The data reported by respondents to the 1983 survey revealed the number of inmates enrolled in ABE ranged from 0 to 11,832. The average was 849 per state, representing 9% of the total adult inmate population. Ninety-eight percent of the states responding to the questionnaire (44 out of 45) reported having ABE programs.

The states with the largest enrollments were: Texas (11,832), New York (2,000), and Florida (1,894). The states with the smallest enrollments were Hawaii, Idaho, and Nevada, all with 0. The states with the largest percentage of inmates enrolled were: Arkansas (33%), Texas (32%), and New Hampshire (24%). Thirteen states (30%) had enrollments under 5%; and a total of 31 states (70%) had enrollments under 10%.

The number of hours per week inmates participated in ABE programs ranged from 5 to 43. The mean was 18 hours per week; the mode was 15 hours per week.

Of the 44 states reporting to offer ABE, 40 states (91%) offered ABE at the correctional facilities, 0 states (0%) offered it in the community, and 4 states (9%) offered ABE in both community and correctional facilities. Table 1 provides the enrollment figures for adult basic education and the location of those programs.

Enrollment in General Educational Development (GED)

The data reported by respondents to the 1983 survey revealed the number of inmates enrolled in GED programs ranged from 0 to 3,500. The average was 482, representing 7% of the total adult inmate population. Ninety-eight percent of the states responding to the questionnaire (44 out of 45) reported

having GED programs.

The states with the largest enrollments were: New York (3,500), Texas (1,913), and Florida (1,894). The states with the smallest enrollments were: Idaho, Maryland, Nevada, Ohio, and Utah, each with 0 enrolled. The states with the largest percentage of inmates enrolled were: Minnesota (33%), New Hampshire (24%), and Connecticut (23%). Twenty-one states (48%) had enrollments under 5%; and a total of 36 states (82%) had enrollments under 10%.

The number of hours per week inmates participated in GED programs ranged from 5 to 41. The mean was 18 hours per week; the mode was 15 hours per week.

Of the 44 states reporting to offer GED, 41 states (93%) offered GED at the correctional facilities, 0 states (0%) offered it in the community, and 3 states (7%) offered GED in both community and correctional facilities. Table 2 provides the enrollment figures for General Educational Development and the locations of those programs.

Enrollment in High School Diploma

The data reported by respondents to the 1983 survey revealed the number of inmates enrolled in high school diploma programs ranged from 0 to 1,001. The average was 228, representing 4% of the total adult inmate population. Thirty-three percent of the states responding to the questionnaire (15 out of 45) reported having high school diploma programs.

The states with the largest enrollments were: Texas (1,001), North Carolina (891), Maryland (406), and Massachusetts (402). The states with the smallest enrollments were: Maine (2), Alabama (22), and Utah (35). The states with the largest percentage of inmates enrolled were: New Hampshire (11%), Massachusetts (7%), and North Carolina (6%).

The number of hours per week inmates participated in high school diploma programs ranged from 5 to 35. The mean was 20 hours per week; the modes were 25 and 30 hours per week.

Of the 15 states reporting to have enrollments in high school diploma programs, all 15 (100%) offered high school diploma at the correctional facilities. Table 3 provides the enrollment figures for high school diploma and the locations of those programs.

Enrollment in Vocational Training

The data reported by respondents to the 1983 survey revealed the number of inmates enrolled in vocational training ranged from 20 to 7,500. The average was 877, representing 13% of the total adult inmate population. Ninety-one percent of the states responding to the questionnaire (41 out of 45) reported enrollments in vocational training programs.

The states with the largest enrollments were: New York (7,500), California (4,016), and Florida (3,561). The smallest enrollments were in Hawaii (20), North Dakota (27), and Rhode Island (27). The states with the

largest percentage of inmates enrolled were: Wyoming (55%), Nebraska (40%), New Mexico (35%), and New Hampshire (31%). Seven states (17%) had enrollments under 5%; and a total of 24 states (59%) had enrollments under 10%.

A total of 80 different types of vocational training programs were reported to be offered. The programs with the largest enrollments were: (1) Welding, (2) Auto Mechanics, and (3) Carpentry. The number of hours per week inmates participated in vocational training ranged from 5 to 40. The mean was 25 hours per week; the mode was 30 hours per week.

Of the states reporting to offer vocational training, 38 states (86%) offered vocational training at the correctional facilities, 0 states (0%) offered it in the community, and 4 states (9%) offered vocational training in both community and correctional facilities. Table 4 provides the enrollment figures for vocational training and the locations of those programs. Table 4A provides a breakdown of the types of vocational programs offered and the enrollments in each program by state.

Enrollment in Postsecondary Education

Postsecondary education includes enrollment in community colleges and technical schools, as well as enrollment in four-year colleges and universities. The data reported by respondents to the 1983 survey revealed the number of inmates enrolled in postsecondary education ranged from 0 to 3,583. The average was 419, representing 5% of the total adult inmate population. Ninety-one percent of the states responding to the questionnaire (41 out of 45) reported having postsecondary programs.

The states with the largest enrollments were: Texas (3,583), New York (2,500), and California (1,849). The smallest enrollments were in Hawaii, Idaho, Nevada, New Hampshire, North Carolina, Rhode Island, and Washington, all with 0 enrollments. The states with the largest percentage of inmates enrolled in postsecondary programs were: Nebraska (30%), Wyoming (21%), Kentucky (11%), and Kansas (10%). Twenty-five states (61%) had enrollments under 5%; a total of 37 states (90%) had enrollments under 10%.

The number of hours per week inmates participated in postsecondary programs ranged from 0 to 37. The mean was 8 hours per week; the mode was 0 hours per week. Table 5 provides enrollment figures for postsecondary educational programs.

Testing for Educational and Vocational Counseling

The 1983 survey also sought to determine the types of tests used by the states for educational and vocational counseling, as well as the number of tests implemented by each state. The data reported by respondents revealed that 48 different types of tests were used, and that the combined total tests used by the states was 166. The number of tests used by each state ranged from 0 to 12. Eighty-four percent of the states responding to the questionnaire (38 out of 45) reported using some kind of testing program.

The states that implemented the largest number of tests were: North Carolina (12), Texas (11), and Missouri (9). The states that used the smallest number of tests were: Nevada (0), Illinois (1), and South Dakota (1). Eighteen states (47%) used 3 or fewer tests. The average number of tests used was 4; the mode was 3.

The most frequently used tests were: the Test of Adult Basic Education, 22 states (58%); the Wide Range Achievement Test, 17 states (45%); and the General Aptitude Test Battery, 10 states (26%). Table 6 lists the types of educational and vocational tests used by the states, and the number of states implementing each one.

Staffing for Adult Basic Education (ABE)

The 1983 survey sought to determine the average number of teachers for educational programs, including the source of teaching personnel and the ratio of students to teachers. The data reported by respondents to the 1983 survey revealed that 32 states (71%) reported on staffing figures, while 13 states (29%) did not report.

The total number of teachers for ABE in the 35 states was 943. The range was 1 to 146. The average number of ABE teachers per state was 29; the modes were 2 and 4. The largest number of ABE teachers were in Texas (146), New York (138), and Georgia (99). The states with the smallest number of ABE teachers were: Maine (1), North Dakota (2), South Dakota (2), and Utah (2). Eleven states (34%) had 5 or fewer teachers.

The ratio of students to teachers in Adult Basic Education ranged from 4/1 in Vermont to 81/1 in Texas. The mean ratio for all states was 26/1; the modes were 14/1 and 15/1. Nine states (28%) had student/teacher ratios higher than 30/1.

The source for teaching personnel is distributed across four areas: the correctional agencies, public school systems, community colleges, and four-year universities. As reported by respondents to the 1983 survey, the breakdown for ABE staffing was: 673 teachers (71%) from correctional agencies; 260 teachers (28%) from public school systems; 7 teachers (0.7%) from community colleges; and 3 teachers (0.3%) from four-year universities. Table 7 shows the source and total of ABE personnel, as well as the ratio of students to teachers.

Staffing for GED/High School Diploma

Thirty-four states (76%) reported on staffing figures for GED/High School Diploma programs. Eleven states (28%) did not report.

The total number of teachers for GED/High School Diploma programs was 646. The range was from 2 to 110. The average number of GED teachers per state was 18; the mode was 2. The states with the largest number of GED teachers were: New York (110), North Carolina (87), and Texas (63). The states with the smallest number of teachers were: Maine (1), Montana (2), Nebraska (2), New Hampshire (2), and North Dakota (2). Eleven states (32%)

had 5 or fewer teachers.

The ratio for students to teachers in GED/High School Diploma programs ranged from 4/1 in Vermont to 75/1 in New Hampshire. The mean ratio was 24/1; the modes were 19/1 and 32/1. Ten states (29%) had student/teacher ratios higher than 30/1.

The breakdown for the source of GED/High School Diploma personnel was as follows: 476 teachers (74%) from correctional agencies; 160 teachers (25%) from public school systems; 8 teachers (1%) from community colleges; and 2 teachers (0.3%) from four-year universities. Table 8 shows the source and total of GED/High School Diploma personnel, as well as the ratio of students to teachers.

Staffing for Vocational Training

Thirty-four states (76%) reported on staffing figures for vocational training programs. Eleven states (28%) did not report.

The total number of teachers for vocational training was 1,751. The range was from 1 to 375. The average number of vocational training instructors per state was 50; the modes were 3, 5, and 8. The states with the largest number of instructors were: New York (375), California (219), and North Carolina (212). The states with the smallest number of instructors were: Vermont (1), Idaho (2), Hawaii (3), and Rhode Island (3). Seven states (21%) had 5 or fewer vocational training instructors.

The ratio for students to teachers in vocational training programs ranged from 5/1 in North Dakota to 51/1 in Nebraska. The mean ratio was 17/1; the mode was 17/1. Three states (9%) had student/teacher ratios higher than 30/1.

The breakdown for the source of vocational training personnel was as follows: 1,195 teachers (68%) from correctional agencies; 312 teachers (18%) from public school systems; 244 teachers (14%) from community colleges; and 0 teachers (0%) from four-year universities. Table 9 shows the source and total of vocational training instructors, as well as the ratio of students to teachers.

Staffing for Postsecondary Education

Twenty-eight states (62%) reported on staffing figures for postsecondary education. Sixteen states (36%) did not report, while one state (2%), Oklahoma, reported using television for its postsecondary education program.

The total number of teachers for postsecondary education was 1,079. The range was from 1 to 344. The average number of postsecondary instructors per state was 39; the mode was 1. The states with the largest number of postsecondary instructors were: Texas (344), Illinois (150), and New York (125). The states with the smallest number of instructors were: Arkansas, Maine, Montana, South Dakota, and Vermont, each with 1. Eleven states (39%) had 5 or fewer postsecondary instructors.

The ratio of students to teachers ranged from 4/1 in Utah, North Dakota, and Maine to 114/1 in Nebraska. The mean ratio was 21/1; the mode was 13/1. Three states (9%) had student/teacher ratios higher than 30/1.

The breakdown for the source of postsecondary personnel was as follows: 51 teachers (5%) from correctional agencies; 21 teachers (2%) from public school systems; 697 (65%) from community colleges; and 310 (28%) from four-year universities. Table 10 shows the source and total of postsecondary instructors, as well as the ratio of students to teachers.

Total Educational and Vocational Staffing Figures

Of the 35 states that responded to the 1983 survey on staffing for adult basic education, General Educational Development/High School Diploma, vocational training, and postsecondary education programs, a total of 4,419 teaching personnel was reported. This amounts to a combined student/teacher ratio for all educational and vocational programs of 22/1. The total breakdown for the source of teaching personnel was as follows: 2,395 teachers (54%) from correctional agencies; 753 teachers (17%) from public school systems; 956 teachers (22%) from community colleges; and 315 teachers (7%) from four-year universities.

Fiscal Information for Correctional Education

Another objective of the survey was to elicit responses on the total amount of the correctional budget spent on correctional education. With this information, it was possible to compute the percentage of the total budget spent on correctional education, as well as the total cost per student.

Thirty-eight states (84%) reported on their correctional education budgets. Seven states (16%) did not report. In terms of sheer dollar amounts, correctional education budgets ranged from a low of $0 in Nevada and $110,000 in North Dakota to a high of $21,181,000 in California. The average budget for correctional education was $4,415,822. The states with the largest correctional education budgets were: California ($21,181,000), Texas ($19,541,744), and New York ($19,000,000), which are also the states with the largest inmate populations. The states with the smallest correctional education budgets were: Nevada ($0), North Dakota ($110,000), Vermont ($134,000), and Idaho ($225,000).

In terms of the percentage of the total correctional budget spent on correctional education, the range was from 0.00% to 11.42%. The average percentage per state was 3.18%. The states with the highest percentage of the budget spent on correctional education were: Texas (11.42%), Kansas (5.09%), and New York (4.42%). The states with the smallest percentage spent on correctional education were: Nevada (0.00%), Vermont (1.07%), Maryland (1.51%), and Massachusetts (1.51%).

The total number of inmates enrolled in correctional education programs was 115,358. The number of enrollments ranged from a low of 0 to a high of 19,975. The average enrollment per state in correctional education programs was 2,564. The states with the largest enrollments were: Texas (19,975), New

York (15,500), and Florida (8,919). The states with the smallest enrollments were: Nevada (0), Vermont (56), North Dakota (72), and Idaho (80).

Using these correctional education population figures and the total correctional education budget, it was able to compute the total cost per student that states spent on correctional education. The average cost per student of providing correctional education ranged from $0 to $5,010. The average amount spent on students per state was $1,579. The states that spent the largest amount per student were: Oregon ($5,010), Utah ($3,063), and Delaware ($2,994). The states that spent the smallest amount per student were: Nevada ($0), Arkansas ($461), and Massachusetts ($502). Table 11 gives the complete fiscal information.

Budget Allocations

The 1983 survey also sought to determine the source of funding for correctional education programs. Forty states (89%) responded to the question of where correctional education funds were allocated, while 5 states (11%) did not respond. Of the 40 respondents, sixteen states (40%) responded that budget funds were allocated directly to the correctional facilities; 10 states (25%) responded that the funds were allocated to the central office; 8 states (20%) responded that the funds were allocated to the school district; 7 states (17%) responded that the funds were allocated to the central office where they were dispersed to the correctional facilities; and 2 states (5%) responded that the funds were allocated to the State Department of Education. Three states, Arizona, Georgia, and Kentucky, indicated that the funds were allocated to multiple agencies.

Another objective of the survey was to determine the extent to which school districts had been established in correctional agencies. From the survey, it was seen that eight states (20%) had established a school district that was responsible for administering correctional education. The eight states were: Hawaii, Illinois, Massachusetts, Ohio, Oklahoma, South Carolina, Texas, and Virginia. Table 12 provides the information on budget allocation and the states with school districts. Subsequent to the time of the survey, Florida established a corrections school district.

Responsibility for Administering Correctional Education

The 1983 survey also sought to determine the responsibility for administering correctional education by state. From the data, there appear to be basically six organizational structures for correctional education:

1. Authority and responsibility are vested in the institutional administrator; i.e., warden or superintendent.

2. Authority and responsibility are vested in Department of Corrections regional and/or central office administrators.

3. Authority and responsibility are vested jointly in the institutional administration and the central office administration.

4. Authority and responsibility are vested jointly in the institutional administration; i.e., warden or superintendent and a chief administrator of a school district.

5. Authority and responsibility are vested in the State Department of Education.

6. Authority and responsibility are vested in community colleges and/or colleges operating the correctional education program under contractual agreements with the State Department of Corrections.

Following are the states employing these modes for administration of correctional education.

Authority and Responsibility Vested in the Institutional Administration

Vermont	Teachers/instructors report to warden/superintendent.
Arizona	Teachers/instructors report to wardens; wardens report to central office education administrator for adult institutions; education administrator reports to Chief Deputy of Operations.
Kentucky Missouri North Carolina	Teachers/instructors report to warden/superintendent; wardens/superintendents report to central office education coordinator/administrator.
New Hampshire	Teachers/instructors report to superintendent; superintendent reports to central office Director of Education; Director of Education reports to Deputy Director.
Louisiana Maine Michigan	Teachers/instructors report to principal; principal reports to warden.
Georgia Mississippi	Teachers/instructors report to education supervisor; education supervisor reports to warden.
Oregon	Teachers/instructors report to education supervisors (academic and vocational); supervisors report to education program manager within facility; education program manager reports to superintendent.
Montana	Teachers/instructors report to education supervisor; education supervisor reports to associate warden for treatment.
South Dakota	Teachers/instructors report to principal and vocational director; principal and vocational director report to associate warden; associate warden reports to warden.
New York	Teachers/instructors report to education supervisors and director; education supervisors and director report to deputy superintendent; deputy superintendent reports to superintendent. Central office education staff provide policy, coordination, curriculum development, technical assistance, program

monitoring.

California North Dakota Rhode Island Wyoming	Teachers/instructors report to education supervisors; education supervisors report to institutional administrators. The chief of Education is in central office in California.

Authority and Responsibility Vested in Department of Corrections Regional and/or Central Office Administrators

Idaho	Teachers/instructors report to education supervisor; education supervisor reports to regional administrator.
Arkansas	Teachers/instructors report to education supervisor (academic); Teachers/instructors report to education supervisor (vocational); education supervisor (vocational) reports to regional administrator (vocational).
Delaware Florida Washington	Teachers/instructors report to education supervisors; education supervisors report to regional administrator; regional administrator reports to central office adminstrator.
Ohio Pennsylvania	Teachers/instructors report to principal; principal reports to chief administrator of educational services, State Department of Corrections.

Authority and Responsibility Vested Jointly in the Institutional Administration and the Central Office Administration

New Mexico	Teachers/supervisors report to education supervisors; education supervisors report to deputy warden and central office administration.

Authority and Responsibility Vested in the School District Administrator

Florida Hawaii Illinois Massachusetts Ohio Oklahoma South Carolina Texas Virginia	Teachers/instructors report to principal; principal reports to chief administrator of the school district. Florida adopted this pattern after the survey was done.

Authority and Responsibility Vested in the State Department of Education

Utah	Teachers/instructors report to principals/coordinators; princi-

pals/coordinators report to Director, State Department of Education,

Maryland — Teachers/instructors report to education supervisor; education supervisor reports to Director, State Department of Education; Director reports to Assistant State Superintendent (Education); Assistant State Superintendent reports to State Superintendent of Schools.

Authority and Responsibility Vested in Community Colleges and/or Colleges Operating the Correctional Education Program Under Contractual Agreements with the State Department of Corrections

Kansas — The Department of Corrections contracts with local colleges and community colleges to provide a full range of educational services. Program is administered by the colleges. Instructors report to the educational coordinators at the correctional facilities. The education coordinator reports to the college administration.

Nebraska — The Department of Correctional Services contracts with community colleges. The educational coordinator, State Department of Correctional Services, coordinates the programs with the State Department of Correctional Services.

Summary of Correctional Education Authority and Responsibility

From the data, the most common pattern of organizational structures for correctional education is the one in which authority and responsibility are vested in the institutional administration. Nineteen states (49%) reported having this pattern. The second most common pattern is the one in which authority and responsibility are vested in the School District Administrator; eight states (21%) show this pattern. Seven states (18%) vest authority and responsibility for correctional education programs in Department of Corrections regional and/or central office administrators. Two states (5%) vest authority and responsibility in the State Department of Education, and two states (5%) vest authority and responsibility in community colleges and/or colleges operating under contract with the State Department of Corrections. Finally, one state (3%) jointly vests authority and responsibility in the institutional administration and the central office administration.

CHAPTER VI

DISCUSSION AND CONCLUSION

Discussion

One intended purpose of this state of the art survey of correctional education was to describe the extent and nature of correctional education programs for adult offenders, the extent of participation by adult offenders in educational programs, the nature of educational and vocational testing, and the administrative structures, budgets, and teaching personnel. A second intended purpose of the study was to compare adult correctional education in 1983 with adult correctional education in 1973 and 1977. The following discussion focuses upon this second purpose.

The Comparison Studies

For the purpose of comparison, two studies on adult correctional education were used. The first, conducted in 1973, was by Dell'Apa for the Western Interstate Commission for Higher Education. The second study, conducted in 1977 by Bell, et al., most directly related to the research conducted here. The 1977 study was done by the Lehigh University Research team under a grant from the Law Enforcement Assistance Administration. Although the present study attempted to build upon the prior research in order to provide insight into the trends and changes taking place in correctional education, not all the variables could be directly compared. For instance, due to the great disparity in resources available to the two studies, the Lehigh study was able to report many of its variables on a per institution basis, whereas the variables reported in this study are on a statewide basis only. In any event, there are important comparisons that can be made in the areas of inmate enrollments, testing, fiscal information, administration, and school districts.

Inmate Enrollments in Correctional Education Programs

The three studies each reported on the percentage of the inmate population enrolled in specific educational program areas. For Adult Basic Education (ABE), Dell'Apa (1973) reported 10.87% of inmates enrolled; the Lehigh study (1977) reported 11.03% enrolled; and in 1983, 9.24% were enrolled. For General Educational Development (GED)/High School Diploma, Dell'Apa (1973) reported 11.27% of inmates enrolled; the Lehigh study (1977) reported 11.56% enrolled; and in 1983,. 10.50% were enrolled. In the area of vocational training, Dell'Apa (1977) showed 17.38% of inmates enrolled; the Lehigh study (1977) showed 18.87% enrolled; while in 1983, the figure had dropped to 12.72% enrolled. Finally, in postsecondary education, Dell'Apa (1973) reported 5.87% enrolled; the Lehigh study (1977) reported 10.44% enrolled; and in 1983, enrollment was down to 4.81%. Through the ten years of these studies, the pattern of enrollments continues to be greatest in vocational training, followed by GED, adult basic education, and postsecondary education.

The Lehigh study (1977) also reported on the percentage of institutions offering each program area. Ninety-six percent of the institutions offered ABE compared with 98% of the states in the 1983 study. For GED, 96% of the institutions in 1977 offered it, compared with 98% of the states in 1983. For vocational training, 89% of the institutions in 1977 offered it, compared with 91% of the states in 1983. Finally, for postsecondary education, 83% of the institutions in 1977 offered it, compared with 91% of the states in 1983.

One final statistic reported by the Lehigh study concerning enrollment was the average number of inmates enrolled in educational programs of any kind. In 1977, this figure was 304; in 1983, it had increased to 571.

Staffing for Correctional Education

Comparisons of staffing figures are not possible due to the fact that the Lehigh study reported staffing on a per institution basis, while this study reported staffing on a statewide basis. In 1983, the states responding reported an average of 29 teachers for adult basic education, 18 teachers for General Educational Development, 50 teachers for vocational training, and 39 teachers for postsecondary education. In terms of student to teacher ratios, ABE had a ratio of 26 students to every 1 teacher, the GED ratio was 24/1, the vocational training ratio was 17/1, and the postsecondary education ratio was 21/1. Combining all correctional education programs, the average ratio of teachers to students was 22/1.

Educational and Vocational Testing

In 1983, a total of 48 different types of tests were used by the states for their correctional education programs. Of the states responding to the survey, 84% utilized at least one type of testing instrument.

The Lehigh University study in 1977 reported on testing according to three divisions: Ability/Intelligence; Achievement; and Vocational. In tests designed to measure ability and intelligence, the Lehigh study found the most commonly used test in 1977 to be the Revised Beta (46%), followed by the Wechsler Adult Intelligence Scale (22%), the Stanford-Binet Intelligence Test (8%), and the Slosson Intelligence Test (8%). In 1983, the most commonly used ability and intelligence tests were the Revised Beta (18%), the Wechsler Adult Intelligence Scale (18%), the Bender-Gestalt Visual Motor Test (8%), the Stanford-Binet Intelligence Test (5%), and the Slosson Intelligence Test (5%).

For tests that measure achievement, the Lehigh University study reported the most commonly used to be the California Achievement Test (37%), the Test of Adult Basic Education (35%), the Stanford Achievement Test (32%), and the Wide Range Achievement Test (23%). In 1983, the most popular achievement tests were the Test of Adult Basic Education (58%), followed by the Wide Range Achievement Test (45%), the California Achievement Test (18%), the Peabody Individual Achievement Test (13%), and the Stanford Achievement Test (11%).

In the area of vocational testing, the Lehigh study reported the most commonly used test to be the General Aptitude Test Battery (52%), followed by the Singer Graflex Evaluation (7%), and the Differential Aptitude Test (5%).

In 1983, the General Aptitude Test Battery continued to be the most popular (26%), followed by the Wide Range Interest Opinion Test (8%), and the Kuder General Interest Inventory (5%). The Differential Aptitude Test was used by 3% of the states, while the Singer Graflex Evaluation was not used by any of the states.

Correctional Education Fiscal Information

In 1977, the Lehigh University study reported the average amount of money spent on correctional education per institution was $261,202. This was 9% of the total correctional budget, and amounted to an average of $906 per student. The 1983 study's computations were reported on a statewide basis and it was found that the average amount of money spent on correctional education per state was $4,415,822. This represented 3.18% of the total correctional budget, and amounted to an average of $1,579 per student.

Administration of Correctional Education

The Lehigh University study also reported on the administration of correctional education programs. In determining the agencies functionally responsible for administering correctional education, the 1977 study found that the correctional institution was responsible in 69% of the cases, followed by the State Department of Corrections (44%), higher education institutions (16%), the State Department of Education (9%), the public school system or school district (3%), the State Department of Welfare (1%), and other types of administration (12%). In 1983, the correctional institution continued to be the agency primarily responsible for administering correctional education with 49% of the states showing this organizational pattern. The administrative pattern of authority and responsibility resting with the school district was the second most common type (21%), followed by the State Department of Corrections (18%), higher education institutions (5%), the State Department of Education (5%), and other types of administration (3%). In 1983, the "other" type of administration was one in which authority and responsibility for correctional education programs was vested jointly in the institutional and the central office administrations.

School Districts

The extent to which school districts had been established in correctional agencies was another variable the study sought to determine. In 1980, Carlson found that eight states had established school districts: Arkansas, Connecticut, Illinois, Maine, Ohio, South Carolina, Tennessee, and Texas. In 1982, Pope also reported that eight states had established school districts, although there was a change of three states from the Carlson study: Arkansas, Connecticut, Illinois, Maryland, New Jersey, Ohio, Texas, and Virginia. Finally, in this 1983 study, it was again found that eight states had established school districts, although there was a change of five states from the previous year's makeup: Hawaii, Illinois, Massachusetts, Ohio, Oklahoma, South Carolina, Texas, and Virginia. Florida established a corrections school district after the data for the 1983 study were gathered.

Conclusion

This state of the art survey of correctional education was designed to describe the extent and nature of correctional education programs for adult offenders, the types and availability of testing, and the administrative structures, budgets, and teaching personnel. The study also sought to provide a basis for comparison with other studies in correctional education in order to provide insight into the trends and changes taking place within correctional education. Aside from providing the hard, quantitative data inherent in a project of this type, no attempt was made to make any qualitative assessments of any of the components of correctional education.

In light of all the changes that have taken place in the correctional sphere during the past decade, the need was felt for an indepth and current evaluation of correctional education. It was in this context that the study was undertaken. The intended purposes of the survey were to reveal the level of support for and participation in adult correctional education in 1983, and also to indicate the amount of change correctional education has experienced over the last ten years. Hopefully, this information will be of value to administrators of correctional education programs as they prepare to plan and implement programs of this type in the future.

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APPENDIX

TABLES 1 - 12

Table 1

ENROLLMENT IN ADULT BASIC EDUCATION

State	Number Enrolled	% Prison Population	Number Hrs./Wk.	Location		
				Facility	Community	Both
Alabama	554	10.17	15	X		
Alaska	77	5.50	10	X		
Arizona	450	7.50	12.5	X		
Arkansas	1247	32.97	20	X		
California	993	2.88	30	X		
Connecticut	1092	22.40	—	X		
Delaware	205	9.76	8.5	X		
Dist. of Columbia	181	6.81	—	X		
Florida	1894	6.36	8.3	X		
Georgia	1652	11.01	15	X		
Hawaii	0	0.00	20	X		
Idaho	0	0.00	—	X		
Illinois	1141	8.15	—	X		
Kansas	105	3.37	43	X		
Kentucky	330	8.28	15	X		
Louisiana	727	7.72	20	X		
Maine	15	1.79	5			X
Maryland	933	8.13	—	X		
Massachusetts	1200	21.43	12	X		
Michigan	1600	10.90	15	X		
Minnesota	20	1.22	—	X		
Mississippi	192	4.84	15	X		
Missouri	1553	20.65	35	X		
Montana	148	19.05	15	X		
Nebraska	159	10.43	—	X		
Nevada	—	—	—	—	—	—
New Hampshire	107	24.32	—	X		
New Jersey	1505	16.72	—			X
New Mexico	38	2.14	—	X		
New York	2000	6.70	15	X		
North Carolina	849	6.06	30	X		
North Dakota	15	3.70	5	X		
Ohio	1168	6.49	20	X		
Oklahoma	275	2.16	15			X
Oregon	55	2.82	15	X		
Pennsylvania	715	7.15	23	X		
Rhode Island	150	13.64	10	X		
South Carolina	743	8.01	15	X		
South Dakota	30	3.84	30	X		
Texas	11832	31.66	6	X		
Utah	30	2.65	25	X		
Vermont	10	1.68	—	X		
Virginia	762	8.31	15	X		
Washington	517	8.37	23.7	X		
Wyoming	82	8.92	38			X
Total:	37,351			40	0	4
Range: (High)	11,832	32.97	43			
(Low)	0	0.00	5			
Mean:	849	9.24	18.18			
Mode:			15			

Table 2

ENROLLMENT IN GENERAL EDUCATIONAL DEVELOPMENT

State	Number Enrolled	% Prison Population	Number Hrs./Wk.	Location		
				Facility	Community	Both
Alabama	65	1.19	2.3	X		
Alaska	77	5.50	10	X		
Arizona	450	7.50	12.5	X		
Arkansas	89	2.35	40	X		
California	788	2.28	30	X		
Connecticut	1106	22.69	—	X		
Delaware	85	4.05	8.5	X		
Dist. of Columbia	181	6.81	—	X		
Florida	1894	6.36	8.3	X		
Georgia	605	4.03	15	X		
Hawaii	7	0.53	20	X		
Idaho	0	0.00	—	X		
Illinois	810	5.79	—	X		
Kansas	109	3.50	41	X		
Kentucky	238	5.97	15	X		
Louisiana	189	2.01	20	X		
Maine	15	1.79	5			X
Maryland	0	0.00	—	X		
Massachusetts	468	8.36	—	X		
Michigan	1700	11.58	15	X		
Minnesota	546	33.25	—	X		
Mississippi	57	1.44	15	X		
Missouri	301	4.00	35	X		
Montana	98	12.61	15	X		
Nebraska	57	3.74	—	X		
Nevada	—	—	—	—	—	—
New Hampshire	108	24.55	—	X		
New Jersey	969	10.77	—	X		
New Mexico	165	9.27	—	X		
New York	3500	11.72	15	X		
North Carolina	1160	8.27	30	X		
North Dakota	15	3.70	5	X		
Ohio	0	0.00	—	X		
Oklahoma	467	3.66	15			X
Oregon	95	4.87	15	X		
Pennsylvania	937	9.37	18	X		
Rhode Island	133	12.09	10	X		
South Carolina	387	4.17	15	X		
South Dakota	52	6.66	30	X		
Texas	1913	5.12	6	X		
Utah	0	0.00	—	X		
Vermont	10	1.68	—	X		
Virginia	762	8.31	15	X		
Washington	517	8.37	23.7	X		
Wyoming	71	8.92	38			X
Total:	21,196			41	0	3
Range: (High)	3,500	33.25	41			
(Low)	0	0.00	5			
Mean:	482	6.79	18.11			
Mode:			15			

Table 3

ENROLLMENT IN HIGH SCHOOL DIPLOMA

State	Number Enrolled	% Prison Population	Number Hrs./Wk.	Location		
				Facility	Community	Both
Alabama	22	0.40	--	--	--	--
Alaska	0	0.00	--	--	--	--
Arizona	0	0.00	--	--	--	--
Arkansas	0	0.00	--	--	--	--
California	210	0.61	30	X		
Connecticut	0	0.00	--	--	--	--
Delaware	0	0.00	--	--	--	--
Dist. of Columbia	0	0.00	--	--	--	--
Florida	0	0.00	--	--	--	--
Georgia	0	0.00	--	--	--	--
Hawaii	77	5.81	20	X		
Idaho	80	5.33	--	X		
Illinois	0	0.00	--	--	--	--
Kansas	0	0.00	--	--	--	--
Kentucky	0	0.00	--	--	--	--
Louisiana	0	0.00	--	--	--	--
Maine	2	0.24	5	X		
Maryland	406	3.54	--	X		
Massachusetts	402	7.18	--	X		
Michigan	0	0.00	--	--	--	--
Minnesota	0	0.00	--	--	--	--
Mississippi	0	0.00	--	--	--	--
Missouri	0	0.00	--	--	--	--
Montana	0	0.00	--	--	--	--
Nebraska	0	0.00	--	--	--	--
Nevada	--	--	--	--	--	--
New Hampshire	50	11.36	--	X		
New Jersey	0	0.00	--	--	--	--
New Mexico	0	0.00	--	--	--	--
New York	0	0.00	--	--	--	--
North Carolina	891	6.36	30	X		
North Dakota	0	0.00	--	--	--	--
Ohio	215	1.19	25	X		
Oklahoma	122	0.96	15	X		
Oregon	0	0.00	--	--	--	--
Pennsylvania	0	0.00	--	--	--	--
Rhode Island	0	0.00	--	--	--	--
South Carolina	0	0.00	--	--	--	--
South Dakota	39	4.99	35	X		
Texas	1001	2.68	6	X		
Utah	35	3.10	25	X		
Vermont	0	0.00	--	--	--	--
Virginia	0	0.00	--	--	--	--
Washington	54	0.87	23.7	X		
Wyoming	44	4.79	3	X		
Total:	3,650			15	0	0
Range: (High)	1,001	11.36	35			
(Low)	0	0.00	5			
Mean:	228	3.71	19.79			
Mode:	0	0.00	25,30			

Table 4

ENROLLMENT IN VOCATIONAL TRAINING

State	Number Enrolled	% Prison Population	Number Hrs./Wk.	Location		
				Facility	Community	Both
Alabama	514	9.43	30			X
Alaska	221	15.79	--	X		
Arizona	456	7.60	27	X		
Arkansas	161	4.26	40	X		
California	4016	11.79	--	X		
Connecticut	--	--	--	X		
Delaware	191	9.10	25	X		
Dist. of Columbia	410	15.44	--	X		
Florida	3561	12.90	29	X		
Georgia	1439	9.59	30	X		
Hawaii	20	1.51	6	X		
Idaho	--	--	--	X		
Illinois	1377	9.84	--	X		
Kansas	379	12.16	33	X		
Kentucky	437	10.96	29	X		
Louisiana	597	6.34	24	X		
Maine	116	13.81	26			X
Maryland	1119	9.75	--	X		
Massachusetts	417	7.45	24	X		
Michigan	1301	8.86	15	X		
Minnesota	455	27.71	--	X		
Mississippi	308	7.76	35	X		
Missouri	312	4.15	35	X		
Montana	67	8.62	15	X		
Nebraska	607	39.83	30	X		
Nevada	--	--	--	--	--	--
New Hampshire	138	31.36	--	--	--	--
New Jersey	--	--	--	--	--	--
New Mexico	623	35.02	18	X		
New York	7500	25.12	34	X		
North Carolina	1585	11.31	29	X		
North Dakota	27	6.67	20	X		
Ohio	533	2.96	25	X		
Oklahoma	318	2.49	40	X		
Oregon	169	8.67	14	X		
Pennsylvania	1112	11.12	25	X		
Rhode Island	27	2.45	7	X		
South Carolina	639	6.89	18.5	X		
South Dakota	64	8.19	--	X		
Texas	1646	4.40	29.5	X		
Utah	85	7.52	30	X		
Vermont	31	5.22	5			X
Virginia	1381	15.06	15	X		
Washington	1089	17.63	--	X		
Wyoming	504	54.84	26			X
Total:	35,952			38	0	4
Range: (High)	7,500	54.84	40			
(Low)	20	1.51	5			
Mean:	877	12.72	24.7			
Mode:	27		30			

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Agricultural Arts	Air Conditioning	Air Engine	Air Frame	Alcohol Fuel/ Oil Heat	Animal Grooming/ Training	Art
Alabama							
Alaska							
Arizona		14					24
Arkansas							
California		92	18	18		18	
Connecticut							
Delaware		30					
Dist. of Columbia							
Florida		147				86	88
Georgia							
Hawaii	9						
Idaho							
Illinois		57			5		
Kansas		33					3
Kentucky		12					
Louisiana		40					
Maine							6
Maryland							
Massachusetts		19			11		32
Michigan		19					31
Minnesota							
Mississippi							
Missouri	26						
Montana							
Nebraska		70					
Nevada							
New Hampshire							
New Jersey							
New Mexico							65
New York							
North Carolina	53						
North Dakota							
Ohio							
Oklahoma		31					
Oregon							
Pennsylvania		17					35
Rhode Island							
South Carolina							
South Dakota	8						
Texas		48					15
Utah							
Vermont							
Virginia		53					
Washington						18	
Wyoming							39
Total:	96	702	18	18	16	122	358

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Auto Body	Auto Mechanics	Auto Service	Auto Transmission	Barbering	Building Construction	Building Maintenance
Alabama	36	46			39		
Alaska							
Arizona	17	24					
Arkansas	15					34	11
California	177	350	15				
Connecticut			18				36
Delaware							
Dist. of Columbia							45
Florida	30	162	9				
Georgia						39	63
Hawaii		4					
Idaho						3	
Illinois	91	108					
Kansas		31			37	14	8
Kentucky	24	30			14	29	52
Louisiana	46	77					15
Maine	13	10					
Maryland						8	
Massachusetts		8	40				
Michigan	51	177				17	16
Minnesota						190	69
Mississippi	30	35					
Missouri	18	33					
Montana		6				16	
Nebraska	51	94					
Nevada						109	
New Hampshire	21	28					
New Jersey						38	
New Mexico		19					
New York						10	113
North Carolina	11	181					
North Dakota		6	7		7		
Ohio							
Oklahoma	30	63					
Oregon	16	13				41	
Pennsylvania				13			16
Rhode Island			93		75		27
South Carolina	28	54					
South Dakota	11	9			25		
Texas	48	110	30	15	75		10
Utah	13	24				95	
Vermont						12	
Virginia	20	65	29				
Washington	15	40			45	24	70
Wyoming	34				35		74
Total:	822	1,341	233	28	352	678	625

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Business/ Typing	Career Development	Carpentry	Commercial Sewing/ Tailoring	Commercial Diving	Co-op Training	Cosmetology
Alabama	18		46				
Alaska							
Arizona			14				
Arkansas			10				
California	10		234	110	8		30
Connecticut							
Delaware	8						
Dist. of Columbia							
Florida	156		268	6			21
Georgia							
Hawaii							
Idaho							
Illinois	74	175	37			74	
Kansas			8				
Kentucky			43				
Louisiana	28		35	17			
Maine	6		6	3			
Maryland							
Massachusetts	42		15				
Michigan							
Minnesota							
Mississippi			29				
Missouri	17		24				14
Montana							
Nebraska							
Nevada							
New Hampshire							
New Jersey							
New Mexico			12				3
New York							
North Carolina	14		256				37
North Dakota			3				
Ohio							
Oklahoma							
Oregon			16				
Pennsylvania	229		57	8			10
Rhode Island	6						
South Carolina	22		100				
South Dakota							
Texas			112			264	14
Utah							
Vermont			17				
Virginia	113		101	35			21
Washington	191	57	11			19	
Wyoming	12		58				
Total:	952	232	1,507	179	8	357	152

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Culture Study/ Music	Data Study/ Computer	Dental Lab Technician	Diesel Mechanic	Distributive Education	Drafting	Driver Education
Alabama							
Alaska							
Arizona			6			24	
Arkansas				15		11	
California		144		18		116	
Connecticut							
Delaware							
Dist. of Columoia							
Florida		12		15		30	12
Georgia							
Hawaii							
Idano							
Illinois		37				47	
Kansas							
Kentucky						27	
Louisiana							
Maine							
Marvland							
Massachusetts		42				28	
Michigan						25	
Minnesota							
Mississippi				15			
Missouri		4	7				
Montana							
Nebraska							
Nevada							
New Hampshire						9	
New Jersey							
New Mexico	46	32				10	
New York							
North Carolina							
North Dakota							
Ohio							
Oklahoma							
Oregon						30	
Pennsylvania		19	16			38	
Rhode Island						15	
South Carolina			10				38
South Dakota							
Texas						72	
Utah							
Vermont							
Virginia						30	
Washington		15				38	
Wyoming						39	
Total:	46	305	39	63	0	590	50

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Dry Cleaning	Electrical Appliance Repair	Electricity	Electronics	Emergency Medical Technician	Energy/ Solar Technician	Engineering
Alabama			13				
Alaska							
Arizona			16	54			
Arkansas							
California	116	91	90	203	30	56	
Connecticut							
Delaware							
Dist. of Columbia							
Florida		57	228	97		14	
Georgia							
Hawaii							
Idaho							
Illinois			46	57	2	10	
Kansas		17		7			
Kentucky			27				
Louisiana				9			
Maine			4				
Maryland							
Massachusetts			9				
Michigan		28					
Minnesota							
Mississippi			14				
Missouri		17		52			
Montana				9			
Nebraska							
Nevada							
New Hampshire							
New Jersey							
New Mexico				22	8	8	
New York							
North Carolina				219	31		
North Dakota							
Ohio							
Oklahoma							
Oregon				26			
Pennsylvania			45	53			
Rhode Island							
South Carolina				39			
South Dakota							
Texas			97	25			
Utah							
Vermont				2			
Virginia		24	47	22			
Washington	17			12			93
Wyoming				52			
Total:	133	234	637	960	71	88	93

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Farm Equipment	Fire Science	Food Service	Forest Service	Furniture Repair	Health Service	Heavy Equipment
Alabama			79		16		14
Alaska							
Arizona					25		
Arkansas	15				15		
California			185		36		36
Connecticut						5	
Delaware							
Dist. of Columbia			109				
Florida							
Georgia							
Hawaii							
Idaho							
Illinois		14	59				
Kansas			14				
Kentucky							
Louisiana			42				
Maine			1	10			
Maryland							
Massachusetts			9				
Michigan			151				
Minnesota							
Mississippi			38				
Missouri			15				
Montana							
Nebraska			86				
Nevada							
New Hampshire							
New Jersey							
New Mexico		4	6				
New York							
North Carolina			441				
North Dakota							
Ohio							
Oklahoma	12						15
Oregon							
Pennsylvania				20			
Rhode Island			6				
South Carolina			44				30
South Dakota			10				
Texas	13		46				
Utah							
Vermont			12				
Virginia			24		38		38
Washington			36		18		
Wyoming							
Total:	40	18	1,413	30	105	23	133

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Hobby Shop	Home/ Community Service	Home Economics	Horticulture/ Landscape	Journalism	Language	Legal Skills
Alabama				33			
Alaska							
Arizona				25			
Arkansas				10			
California				114			
Connecticut							
Delaware			6				
Dist. of Columbia							
Florida	57			405			195
Georgia							
Hawaii							
Idaho							
Illinois				55	11		
Kansas				12			
Kentucky			25				
Louisiana				10			
Maine	16		15				
Maryland							
Massachusetts				19			
Michigan							
Minnesota							
Mississippi							
Missouri							
Montana							
Nebraska							
Nevada							
New Hampshire	2						
New Jersey							
New Mexico					12	32	50
New York							
North Carolina							
North Dakota							
Ohio							
Oklahoma							
Oregon							
Pennsylvania							
Rhode Island							
South Carolina				40			
South Dakota							
Texas		12		68			
Utah							
Vermont							
Virginia							
Washington				42		12	
Wyoming							
Total:	75	12	46	833	23	44	245

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Life Skills	Machine Shop/ Small Engine Repair	Masonry	Marine Engine	Heat Process	Motorcycle Service	Motor Freight
Alabama			38		26		
Alaska							
Arizona		51	23				
Arkansas		15					
California		527	109	18	81		
Connecticut							
Delaware							
Dist. of Columbia							
Florida		262	263	32		24	16
Georgia							
Hawaii							
Idaho							
Illinois		85	9		7		
Kansas	8	24			3		
Kentucky		25	59		24		
Louisiana					50		
Maine		5		1	4		
Maryland							
Massachusetts		12			16		
Michigan		64			17		
Minnesota							
Mississippi		29					
Missouri		41					
Montana		27			12		
Nebraska							
Nevada							
New Hampshire		23	5				
New Jersey							
New Mexico	83	4	10		8		
New York							
North Carolina			206				
North Dakota							
Ohio							
Oklahoma		24	12				
Oregon		13					
Pennsylvania		66	55				
Rhode Island							
South Carolina			94				
South Dakota		4					
Texas		48	50		15		
Utah		12					
Vermont							
Virginia		91	119				
Washington	38	24			8		
Wyoming	30	11	38		6		
Total:	159	1,479	1,100	51	277	24	23

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Multi-Occupations	Nurse's Aide	Office Machine Repair	Optical Technician	Painting	Parts Clerk	Photography
Alabama							
Alaska							
Arizona							
Arkansas							
California		18	94	18	51		
Connecticut							
Delaware							
Dist. of Columbia							
Florida		15		15	30		
Georgia							
Hawaii							
Idano							
Illinois	8						
Kansas	4						
Kentucky			15				
Louisiana			19				
Maine							
Maryland							
Massachusetts							
Michigan			143	29			
Minnesota							
Mississippi							
Missouri		17	11				
Montana							
Nebraska							
Nevada							
New Hampshire							
New Jersey							
New Mexico							
New York							
North Carolina							
North Dakota							
Ohio							
Oklahoma						2	
Oregon							
Pennsylvania					12		
Rhode Island							
South Carolina							
South Dakota							
Texas	17						
Utan							
Vermont							
Virginia							
Washington							
Wyoming							25
Total:	29	50	282	62	93	2	25

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Plumbing	Pre-Voc Skills/ Independent Study	Printing/ Silk Screen	Radio/ TV Repair	Sales	Seafood Production	Sheet Metal Technician
Alabama	17			20			
Alaska							
Arizona			41				7
Arkansas							
California	90	8	123				108
Connecticut							
Delaware	10	50			10		
Dist. of Columbia							
Florida	127	46	53	52		23	23
Georgia							
Hawaii							4
Idaho							
Illinois		a					
Kansas	6		22		29		2
Kentucky		12	15	15			
Louisiana			15				
Maine							
Maryland							
Massachusetts					5		
Michigan		104					
Minnesota							
Mississippi	31						19
Missouri							
Montana							
Nebraska							
Nevada							
New Hampshire							
New Jersey							
New Mexico	3	29					
New York							
North Carolina	128						
North Dakota							
Ohio							
Oklahoma							
Oregon							
Pennsylvania	36		41	10			14
Rhode Island							
South Carolina	50			9			8
South Dakota							
Texas	51		30	27			14
Utah							
Vermont							
Virginia	23		70	21			25
Washington		57					
Wyoming			10				
Total:	577	315	420	154	44	23	224

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Shoe Repair	Shop Safety	Taxes	Travel Reservations	TV Production	Upholstery	Vocational Study Release
Alabama						28	
Alaska							
Arizona				18		14	
Arkansas							
California	54					166	
Connecticut							
Delaware		12				15	
Dist. of Columbia							
Florida	14					18	
Georgia							
Hawaii							
Idaho							
Illinois							
Kansas							
Kentucky						15	12
Louisiana							
Maine							
Maryland							
Massachusetts							
Michigan							
Minnesota							
Mississippi				28			
Missouri							
Montana							
Nebraska							
Nevada							
New Hampshire							
New Jersey							
New Mexico			12				
New York							
North Carolina							
North Dakota							
Ohio							
Oklahoma							
Oregon							
Pennsylvania	6					41	
Rhode Island							
South Carolina							
South Dakota							
Texas						31	
Utah							
Vermont							
Virginia						42	
Washington		98			17	20	57
Wyoming	33					22	
Total:	107	110	12	46	17	412	69

Table 4A

TYPES OF VOCATIONAL EDUCATION PROGRAMS AND NUMBER ENROLLED BY STATE

State	Watch Repair	Water/ Sewer Treatment	Welding		TOTALS	% of Inmate Population Enrolled in Voc. Trainin	
Alabama			45		514	9.43	
Alaska					221	15.79	
Arizona			39		456	7.60	
Arkansas			30		161	4.26	
California	15		224		4,016	11.79	
Connecticut					—	—	
Delaware					191	9.10	
Dist. of Columbia					410	15.44	
Florida		56	186		3,561	12.90	
Georgia					1,439	9.59	
Hawaii					20	1.51	
Idaho					—	—	
Illinois		11	230		1,377	9.84	
Kansas		4	53		379	12.16	
Kentucky			54		437	10.96	
Louisiana			209		597	6.34	
Maine			8		116	13.81	
Maryland					1,119	9.75	
Massachusetts			67		417	7.45	
Michigan			203		1,301	8.86	
Minnesota					455	27.71	
Mississippi			40		308	7.76	
Missouri					312	4.15	
Montana			6		67	9.62	
Nebraska			197		607	39.83	
Nevada					0	0.00	
New Hampshire			11		138	31.36	
New Jersey					—	—	
New Mexico			10		623	35.02	
New York					7,500	25.12	
North Carolina			1		1,585	11.31	
North Dakota			6		27	6.67	
Ohio					533	2.96	
Oklahoma			67		318	2.49	
Oregon			26		169	8.67	
Pennsylvania			84		1,112	11.12	
Rhode Island					27	2.45	
South Carolina			48		639	6.89	
South Dakota			10		64	8.19	
Texas			192		1,646	4.40	
Utah			24		35	7.52	
Vermont					31	5.22	
Virginia		30	86		1,331	15.06	
Washington			84		1,089	17.63	
Wyoming			74		504	54.84	
Total:	15	101	2,314		35,952	12.72	

Table 5

ENROLLMENT IN POSTSECONDARY EDUCATION

State	Enrollment in Comm. Colleges/ Technical Schools	Enrollment in Four-year Universities	Total Post-secondary Enrollment	% Prison Population	Avg. No. of Hrs/Wk
Alabama	—	—	—	—	—
Alaska	20	25	45	3.21	—
Arizona	0	90	90	1.50	—
Arkansas	20	0	20	0.53	3
California	1664	185	1849	5.36	—
Connecticut	—	—	—	—	—
Delaware	3	17	20	0.95	2.5
Dist. of Columbia	159	0	159	5.99	—
Florida	1413	157	1570	5.69	5
Georgia	668	74	742	4.95	4
Hawaii	0	0	0	0.00	0
Idaho	0	0	0	0.00	0
Illinois	1194	66	1260	9.00	—
Kansas	321	0	321	10.30	6
Kentucky	0	428	428	10.74	3
Louisiana	0	104	104	1.10	3
Maine	1	3	4	0.48	16
Maryland	483	80	563	4.91	—
Massachusetts	300	0	300	5.36	—
Michigan	255	0	255	1.74	16.5
Minnesota	—	—	—	—	—
Mississippi	95	12	107	2.70	7.5
Missouri	618	0	618	8.22	37
Montana	13	0	13	1.67	5
Nebraska	454	0	454	29.79	10
Nevada	—	—	—	—	—
New Hampshire	0	0	0	0.00	0
New Jersey	77	0	77	0.86	—
New Mexico	72	83	155	8.71	12
New York	2250	250	2500	8.37	15
North Carolina	0	0	0	0.00	0
North Dakota	15	0	15	3.70	16
Ohio	990	230	1220	6.78	20
Oklahoma	116	0	116	0.91	—
Oregon	180	0	180	9.23	12
Pennsylvania	182	166	348	3.48	5.5
Rhode Island	0	0	0	0.00	0
South Carolina	117	28	145	1.56	—
South Dakota	60	13	73	9.35	14
Texas	3196	387	3583	9.59	6
Utah	30	0	30	2.65	—
Vermont	5	0	5	0.84	20
Virginia	36	0	36	0.39	9
Washington	0	0	0	0.00	0
Wyoming	144	53	197	21.44	—
Total:	15,151	2,451	17,602		
Range: (High)	3,196	428	3,583	29.79	37
(Low)	0	0	0	0.00	0
Mean:	370	60	419	4.81	8.3
Mode:	0	0	0	0.00	0

Table 6

TESTS USED FOR EDUCATIONAL AND VOCATIONAL COUNSELING BY STATE

State	Adult Basic Learning Examination Levels 1 & 2 (ABLE)	Adult Performance Level Survey	American College Testing (ACT)	Bender-Gestalt Visual Motor Test	Beta (Revised)	Botel Reading	Brigance Diagnostic Inventory
Alabama							
Alaska							
Arizona							
Arkansas	X						
California					X		
Connecticut							
Delaware							
Dist. of Columbia							
Florida							
Georgia					X		
Hawaii				X			
Idaho							
Illinois							
Kansas							
Kentucky					X		
Louisiana							
Maine			X				
Maryland	X						
Massachusetts							
Michigan							
Minnesota							
Mississippi							
Missouri							
Montana					X		
Nebraska							
Nevada							
New Hampshire							
New Jersey							
New Mexico							
New York			X				
North Carolina							
North Dakota				X	X		
Ohio							
Oklahoma							
Oregon		X			X		
Pennsylvania							
Rhode Island							
South Carolina						X	
South Dakota							
Texas							
Utah		X		X			
Vermont	X	X					
Virginia							
Washington							X
Wyoming					X		
Total:	4	3	2	3	7	1	1

Table 6

TESTS USED FOR EDUCATIONAL AND VOCATIONAL COUNSELING BY STATE

State	California Achievement Test (CAT)	California Occupational Preference System	California Test of Basic Skills	Chemeketa Comm. Coll. Entrance Test	Criterion Referenced Tests	Culture Fair Series	Differential Aptitude Tests (DAT)
Alabama							
Alaska							
Arizona						X	
Arkansas							
California	X		X				
Connecticut							
Delaware					X		
Dist. of Columbia							
Florida							
Georgia							
Hawaii	X						
Idaho							
Illinois							
Kansas	X						
Kentucky							
Louisiana	X						
Maine							
Maryland							
Massachusetts		X					
Michigan					X		
Minnesota							
Mississippi							
Missouri							
Montana							
Nebraska	X						X
Nevada							
New Hampshire							
New Jersey			X				
New Mexico							
New York	X		X				
North Carolina					X		
North Dakota							
Ohio			X				
Oklahoma	X						
Oregon				X			
Pennsylvania							
Rhode Island							
South Carolina						X	
South Dakota							
Texas			X		X		
Utah							
Vermont					X		
Virginia							
Washington							
Wyoming							
Totals	7	1	5	1	5	2	1

Table 6

TESTS USED FOR EDUCATIONAL AND VOCATIONAL COUNSELING BY STATE

State	Draw-A-Person (D-A-P)	Durrell Analysis of Reading Difficulty	Dvorine Pseudo-Isochromatic Plates	Gates MacGinitie Reading Tests	Geist Picture Interest Inventory	General Aptitude Test Battery (GATB)	General Educational Pre-Development Test
Alabama							
Alaska							
Arizona							
Arkansas							X
California							
Connecticut							
Delaware							
Dist. of Columbia							
Florida							
Georgia							
Hawaii							
Idaho							
Illinois						X	
Kansas							
Kentucky						X	
Louisiana						X	
Maine					X		
Maryland						X	
Massachusetts		X					
Michigan							
Minnesota						X	
Mississippi							
Missouri							
Montana						X	X
Nebraska							
Nevada							
New Hampshire							
New Jersey						X	
New Mexico							
New York						X	
North Carolina	X						X
North Dakota							
Ohio							
Oklahoma						X	
Oregon							
Pennsylvania							
Rhode Island							
South Carolina							
South Dakota							
Texas							
Utah				X			
Vermont							
Virginia							X
Washington			X			X	
Wyoming							X
Total:	1	1	1	1	1	10	5

Table 6

TESTS USED FOR EDUCATIONAL AND VOCATIONAL COUNSELING BY STATE

State	General Educational Development Test Battery	Harrington O'Shea Career Decision-Making Test	House-Tree-Person (H-T-P)	Key Math Diagnostic Arithmetic Test	Kuder General Interest Inventory	Iowa Test of Basic Skills	Language Proficiency Test
Alabama							
Alaska							
Arizona							
Arkansas				X			
California							
Connecticut							
Delaware							
Dist. of Columbia							
Florida							
Georgia			X				
Hawaii							
Idaho							X
Illinois							
Kansas							X
Kentucky							
Louisiana							
Maine							
Maryland							
Massachusetts		X			X		
Michigan	X						
Minnesota							
Mississippi							
Missouri	X						
Montana	X						
Nebraska							
Nevada							
New Hampshire							
New Jersey							
New Mexico	X						
New York	X						
North Carolina				X			
North Dakota							
Ohio							
Oklahoma							
Oregon					X		
Pennsylvania							
Rhode Island							
South Carolina						X	
South Dakota							
Texas	X						
Utah	X						
Vermont				X			
Virginia							
Washington							
Wyoming							
Total:	7	1	1	3	2	1	2

Table 6

TESTS USED FOR EDUCATIONAL AND VOCATIONAL COUNSELING BY STATE

State	Metropolitan Achievement Tests (MAT)	Minnesota Multiphasic Personality Inventory	Nelson Reading Test	O'Donnell Word Inventory	Otis-Lennon School Ability Test	Peabody Individual Achievement Test (PIAT)	Peabody Picture Vocabulary Test (PPVT)
Alabama							
Alaska							
Arizona							
Arkansas							
California							
Connecticut							
Delaware							
Dist. of Columbia							
Florida							
Georgia							
Hawaii							X
Idaho			X			X	
Illinois							
Kansas							
Kentucky						X	
Louisiana							
Maine				X			
Maryland	X						
Massachusetts							
Michigan							
Minnesota							
Mississippi					X		
Missouri							X
Montana							
Nebraska							
Nevada							
New Hampshire			X				
New Jersey						X	
New Mexico							
New York							
North Carolina		X				X	
North Dakota							
Ohio							
Oklahoma							
Oregon	X						
Pennsylvania							
Rhode Island							
South Carolina							
South Dakota							
Texas							
Utah							
Vermont							
Virginia	X						X
Washington							
Wyoming		X				X	
Total:	3	2	2	1	1	5	4

Table 6

TESTS USED FOR EDUCATIONAL AND VOCATIONAL COUNSELING BY STATE

State	Rorschach	Sixteen Personality Factor Questionnaire	Slosson Intelligence Test	Stanford Achievement Test (SAT)	Stanford-Binet Intelligence Test	Street Survival Skills Questionnaire	Test of Adult Basic Education (TABE)
Alabama							
Alaska							
Arizona		X					
Arkansas							
California							X
Connecticut							
Delaware							X
Dist. of Columbia							
Florida							X
Georgia			X			X	X
Hawaii							
Idaho							
Illinois							X
Kansas				X			X
Kentucky							X
Louisiana							X
Maine	X						
Maryland							X
Massachusetts							X
Michigan				X			
Minnesota							
Mississippi							
Missouri				X			X
Montana				X			X
Nebraska							X
Nevada							
New Hampshire							
New Jersey							X
New Mexico							X
New York							
North Carolina	X						
North Dakota							
Ohio							X
Oklahoma							
Oregon							
Pennsylvania							
Rhode Island							
South Carolina							X
South Dakota							X
Texas					X	X	X
Utah							X
Vermont							
Virginia							X
Washington							X
Wyoming							
Total:	2	1	1	4	1	2	22

Table 6

TESTS USED FOR EDUCATIONAL AND VOCATIONAL COUNSELING BY STATE

State	Thematic Apperception Test (TAT)	Vineland Social Maturity Scale	Wechsler Adult Intelligence Scale (WAIS)	Wide Range Achievement Test (WRAT)	Wide Range Interest Opinion Test (WRIOT)	Woodcock-Johnson Psycho-Educational Batt.	TOTAL NUMBER OF TESTS BY STATE
Alabama							
Alaska							
Arizona				X			2
Arkansas				X		X	3
California							
Connecticut							
Delaware							2
Dist. of Columbia							
Florida				X	X		4
Georgia			X	X			3
Hawaii							
Idaho							
Illinois							
Kansas							
Kentucky							2
Louisiana		X	X	X		X	4
Maine			X				2
Maryland							
Massachusetts			X				2
Michigan							
Minnesota							
Mississippi				X			2
Missouri			X	X			3
Montana							
Nebraska							
Nevada							
New Hampshire				X			2
New Jersey				X			2
New Mexico				X	X		3
New York					X		2
North Carolina	X		X	X		X	4
North Dakota							
Ohio							
Oklahoma							
Oregon							
Pennsylvania							
Rhode Island				X			2
South Carolina							
South Dakota							
Texas			X	X		X	4
Utah				X			2
Vermont				X		X	3
Virginia				X		X	3
Washington							
Wyoming				X			2
Total:	1	1	7	17	3	6	166

Table 7

STAFFING FOR ADULT BASIC EDUCATION

State	SOURCE: Correctional Agency	Public School System	Community College	4-yr. Univ.	Total	Ratio of Students to Teachers
Alabama	—	—	—	—	—	—
Alaska	—	—	—	—	—	—
Arizona	11	0	0	0	11	41/1
Arkansas	0	28	0	0	28	45/1
California	40	30	0	0	70	14/1
Connecticut	—	—	—	—	—	—
Delaware	5	8	0	0	13	16/1
Dist. of Columbia	—	—	—	—	—	—
Florida	—	—	—	—	—	—
Georgia	87	12	0	0	99	17/1
Hawaii	—	—	—	—	—	—
Idaho	—	—	—	—	—	—
Illinois	67	0	0	0	67	17/1
Kansas	0	1	6	3	10	11/1
Kentucky	16	0	0	0	16	21/1
Louisiana	25	0	0	0	25	29/1
Maine	1	0	0	0	1	15/1
Maryland	48	0	0	0	48	19/1
Massachusetts	21	0	0	0	21	57/1
Michigan	—	—	—	—	—	—
Minnesota	—	—	—	—	—	—
Mississippi	8	0	0	0	8	24/1
Missouri	23	0	0	0	23	68/1
Montana	4	0	0	0	4	37/1
Nebraska	6	0	0	0	6	27/1
Nevada	—	—	—	—	—	—
New Hampshire	3	0	0	0	3	33/1
New Jersey	—	—	—	—	—	—
New Mexico	4	0	0	0	4	10/1
New York	138	0	0	0	138	14/1
North Carolina	36	0	0	0	36	24/1
North Dakota	0	2	0	0	2	8/1
Ohio	71	0	0	0	71	16/1
Oklahoma	22	0	0	0	22	13/1
Oregon	4	0	0	0	4	14/1
Pennsylvania	0	28	0	0	28	26/1
Rhode Island	3	0	0	0	3	50/1
South Carolina	20	3	0	0	23	32/1
South Dakota	2	0	0	0	2	15/1
Texas	0	146	0	0	146	81/1
Utah	0	2	0	0	2	15/1
Vermont	5	0	0	0	5	4/1
Virginia	—	—	—	—	—	—
Washington	—	—	—	—	—	—
Wyoming	3	0	1	0	4	21/1
Total:	673	260	7	3	943	
Range: (High)	138	146	6	3	146	81/1
(Low)	0	0	0	0	1	4/1
Mean:	21	8	.2	.1	29	26/1
Mode:	0	0	0	0	2,4	14/1,15/1

Table 8

STAFFING FOR GED/HIGH SCHOOL DIPLOMA

State	SOURCE: Correctional Agency	Public School System	Community College	4-yr. Univ.	Total	Ratio of Students to Teachers
Alabama	—	—	—	—	—	—
Alaska	—	—	—	—	—	—
Arizona	11	0	2	0	13	35/1
Arkansas	0	5	0	0	5	18/1
California	10	21	0	0	31	32/1
Connecticut	—	—	—	—	—	—
Delaware	3	4	0	0	7	12/1
Dist. of Columbia	—	—	—	—	—	—
Florida	—	—	—	—	—	—
Georgia	27	0	0	0	27	22/1
Hawaii	0	15	0	0	15	6/1
Idaho	7	0	0	0	7	11/1
Illinois	48	0	0	0	48	17/1
Kansas	0	1	5	2	8	14/1
Kentucky	11	0	0	0	11	22/1
Louisiana	7	0	0	0	7	27/1
Maine	1	0	0	0	1	17/1
Maryland	21	0	9	0	21	19/1
Massachusetts	15	0	0	0	15	58/1
Michigan	—	—	—	—	—	—
Minnesota	—	—	—	—	—	—
Mississippi	3	0	0	0	3	19/1
Missouri	9	0	0	0	9	33/1
Montana	2	0	0	0	2	49/1
Nebraska	2	0	0	0	2	29/1
Nevada	—	—	—	—	—	—
New Hampshire	2	0	0	0	2	75/1
New Jersey	—	—	—	—	—	—
New Mexico	11	0	0	0	11	15/1
New York	110	0	0	0	110	32/1
North Carolina	87	0	0	0	87	24/1
North Dakota	0	2	0	0	2	8/1
Ohio	15	0	0	0	15	14/1
Oklahoma	39	7	0	0	46	13/1
Oregon	5	0	0	0	5	19/1
Pennsylvania	0	36	0	0	36	26/1
Rhode Island	3	0	0	0	3	44/1
South Carolina	10	2	0	0	12	32/1
South Dakota	6	0	0	0	6	15/1
Texas	0	63	0	0	63	46/1
Utah	0	4	0	0	4	9/1
Vermont	5	0	0	0	5	4/1
Virginia	—	—	—	—	—	—
Washington	—	—	—	—	—	—
Wyoming	6	0	1	0	7	16/1
Total:	476	160	8	2	646	
Range: (High)	110	63	5	2	110	75/1
(Low)	0	0	0	0	2	4/1
Mean:	14	5	.2	.1	18	24/1
Mode:	0	0	0	0	2	19/1,32/1

Table 9

STAFFING FOR VOCATIONAL TRAINING

State	SOURCE				Total	Ratio of Students to Teachers
	Correctional Agency	Public School System	Com-munity College	4-yr. Univ.		
Alabama	—	—	—	—	—	—
Alaska	—	—	—	—	—	—
Arizona	9	0	18	0	27	17/1
Arkansas	0	11	0	0	11	15/1
California	219	0	0	0	219	18/1
Connecticut	—	—	—	—	—	—
Delaware	6	2	0	0	8	24/1
Dist. of Columbia	—	—	—	—	—	—
Florida	—	—	—	—	—	—
Georgia	105	0	0	0	105	14/1
Hawaii	0	3	0	0	3	7/1
Idaho	2	0	0	0	2	—
Illinois	175	0	0	0	175	8/1
Kansas	0	32	0	0	32	12/1
Kentucky	0	33	0	0	33	13/1
Louisiana	0	23	0	0	23	26/1
Maine	0	16	0	0	16	7/1
Maryland	59	0	0	0	59	19/1
Massachusetts	25	0	0	0	25	17/1
Michigan	—	—	—	—	—	—
Minnesota	—	—	—	—	—	—
Mississippi	18	0	0	0	18	17/1
Missouri	30	0	0	0	30	10/1
Montana	4	0	0	0	4	17/1
Nebraska	12	0	0	0	12	51/1
Nevada	—	—	—	—	—	—
New Hampshire	5	0	0	0	5	28/1
New Jersey	—	—	—	—	—	—
New Mexico	17	0	4	0	21	30/1
New York	375	0	0	0	375	20/1
North Carolina	12	0	200	0	212	7/1
North Dakota	0	5	0	0	5	5/1
Ohio	46	0	0	0	46	12/1
Oklahoma	16	0	0	0	16	20/1
Oregon	12	0	0	0	12	14/1
Pennsylvania	0	72	0	0	72	15/1
Rhode Island	0	0	3	0	3	9/1
South Carolina	30	0	8	0	38	17/1
South Dakota	8	0	0	0	8	8/1
Texas	0	115	0	0	115	14/1
Utah	0	0	9	0	9	9/1
Vermont	1	0	0	0	1	31/1
Virginia	—	—	—	—	—	—
Washington	—	—	—	—	—	—
Wyoming	9	0	2	0	11	46/1
Total:	1,195	312	244	0	1,751	
Range: (High)	375	115	200	0	375	51/1
(Low)	0	0	0	0	1	5/1
Mean:	34	9	7	0	50	17/1
Mode:	0	0	0	0	3,5,8	17/1

Table 10

STAFFING FOR POSTSECONDARY EDUCATION

State	SOURCE: Correctional Agency	Public School System	Community College	4-yr. Univ.	Total	Ratio of Students to Teachers
Alabama	—	—	—	—	—	—
Alaska	—	—	—	—	—	—
Arizona	0	0	2	2	4	23/1
Arkansas	0	1	0	0	1	20/1
California	38	0	48	15	101	18/1
Connecticut	—	—	—	—	—	—
Delaware	0	0	0	2	2	10/1
Dist. of Columbia	—	—	—	—	—	—
Florida	—	—	—	—	—	—
Georgia	0	0	0	55	55	13/1
Hawaii	—	—	—	—	—	—
Idaho	—	—	—	—	—	—
Illinois	0	0	142	8	150	8/1
Kansas	0	0	16	6	22	15/1
Kentucky	0	0	0	26	26	16/1
Louisiana	0	0	0	5	5	21/1
Maine	0	0	1	0	1	4/1
Maryland	0	0	25	0	25	23/1
Massachusetts	0	0	12	9	21	14/1
Michigan	—	—	—	—	—	—
Minnesota	—	—	—	—	—	—
Mississippi	0	0	4	0	4	27/1
Missouri	0	0	24	24	48	13/1
Montana	0	0	0	1	1	13/1
Nebraska	0	0	4	0	4	114/1
Nevada	—	—	—	—	—	—
New Hampshire	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—
New Mexico	2	0	0	18	20	8/1
New York	0	0	41	84	125	20/1
North Carolina	—	—	—	—	—	—
North Dakota	4	0	0	0	4	4/1
Ohio	0	20	40	0	60	20/1
Oklahoma	*	(Oklahoma uses television)				—
Oregon	2	0	12	0	14	13/1
Pennsylvania	0	0	12	9	21	17/1
Rhode Island	—	—	—	—	—	—
South Carolina	0	0	7	2	9	16/1
South Dakota	0	0	0	1	1	73/1
Texas	0	0	310	34	344	10/1
Utah	0	0	0	8	8	4/1
Vermont	0	0	0	1	1	5/1
Virginia	—	—	—	—	—	—
Washington	—	—	—	—	—	—
Wyoming	5	0	1	0	6	33/1
Total:	51	21	697	310	1,079	
Range: (High)	38	20	310	84	344	114/1
(Low)	0	0	0	0	1	4/1
Mean:	2	.8	25	11	39	21/1
Mode:	0	0	0	0	1	13/1

Table 11

FISCAL INFORMATION

State	Total Budget	Correctional Education Budget	% of Total Budget	Inmate Total	Student Total	Cost Per Inmate	Cost Per Student
Alabama	$ 75,317,417	$ —	—	5,450	1,155	$13,820	$ —
Alaska	41,000,000	693,800	1.69	1,400	655	29,286	1,059
Arizona	101,084,000*	—	—	6,000	1,446	16,847	—
Arkansas	20,917,206	698,734	3.34	3,782	1,517	5,531	461
California	542,502,000	21,181,000	3.90	34,500	7,856	15,725	2,696
Connecticut	60,496,752	—	—	4,874	2,198	12,412	—
Delaware	40,713,700*	1,500,000	—	2,100	501	19,387	2,994
Dist. of Columbia	87,795,900	—	—	2,656	931	33,056	—
Florida	271,153,409	10,572,000	3.90	27,615	8,919	9,819	1,185
Georgia	141,024,202	6,116,822	4.34	15,000	4,438	9,402	1,378
Hawaii	21,811,710*	—	—	1,326	104	16,449	—
Idaho	10,936,200	225,000	2.06	1,500	80	7,291	2,813
Illinois	261,310,890*	14,000,000	—	14,000	4,588	18,665	—
Kansas	44,137,939	2,245,914	5.09	3,118	914	14,156	2,457
Kentucky	56,081,100	1,625,000	2.90	3,986	1,433	14,070	1,134
Louisiana	138,895,756*	1,000,000	—	9,423	1,617	14,740	—
Maine	21,917,309*	—	—	840	152	26,092	—
Maryland	198,774,313	3,000,000	1.51	11,478	3,021	17,318	993
Massachusetts	92,500,000	1,400,000	1.51	5,600	2,787	16,518	502
Michigan	220,283,900	8,160,063	3.70	14,677	4,856	15,009	1,680
Minnesota	73,283,128*	3,695,694	—	2,506	1,021	29,243	—
Mississippi	36,705,737	1,068,664	2.91	3,970	664	9,246	1,609
Missouri	61,666,043	2,052,028	3.33	7,519	2,784	8,201	737
Montana	22,206,245*	358,111	—	777	326	28,279	—
Nebraska	29,409,372*	1,608,527	—	1,524	1,277	19,296	—
Nevada	24,002,692	0	0.00	2,473	0	9,706	0
New Hampshire	6,000,000	—	—	440	72	13,636	—
New Jersey	158,011,000*	11,000,000	—	9,000	2,551	17,557	—
New Mexico	55,147,700*	2,600,000	—	1,779	981	30,999	—
New York	430,146,300	19,000,000	4.42	29,859	15,500	14,406	1,226
North Carolina	177,495,568	4,000,000	2.25	14,020	4,485	12,660	892
North Dakota	5,900,000*	110,000	—	405	72	14,568	—
Ohio	139,966,516	3,000,000	2.14	18,000	3,136	7,776	957
Oklahoma	81,132,817	2,171,184	2.68	12,748	1,298	6,364	1,673
Oregon	63,390,626	2,500,000	3.94	1,950	499	32,508	5,010
Pennsylvania	124,188,000	4,492,000	3.62	10,000	3,112	12,419	1,443
Rhode Island	23,929,227	437,642	1.83	1,100	310	21,754	1,412
South Carolina	63,184,080	2,300,000	3.64	9,277	1,339	6,811	1,718
South Dakota	8,915,475*	325,840	—	781	252	11,415	—
Texas	171,045,218	19,541,744	11.42	37,370	19,975	4,577	978
Utah	28,000,000	551,300	1.97	1,130	180	24,779	3,063
Vermont	12,500,000	134,000	1.07	594	56	21,044	2,393
Virginia	253,503,870*	9,627,678	—	9,171	2,941	27,642	—
Washington	110,530,115	4,000,000	3.62	6,177	2,177	17,894	1,837
Wyoming	29,305,463*	808,496	—	919	845	31,888	—
Total:	$ 4,638,208,895	167,801,241		352,814	115,358		
Range: (High)	542,502,000	21,181,000	11.42	37,370	19,975	33,056	5,010
(Low)	5,900,000	0	0.00	405	0	4,577	0
Mean:	103,071,309	4,415,822	3.18	7,840	2,564	16,901	1,579

* Combined budget for adult and juvenile departments.
— Information not available or could not be interpreted.

Table 12

BUDGET ALLOCATION

State	Funds Allocated To: Correctional Facilities	Central Office	Central Office Facilities	School District	Dept. of Education
Alabama	—	—	—	—	—
Alaska	X				
Arizona	X	X			
Arkansas		X			
California		X			
Connecticut	—	—	—	—	—
Delaware			X		
Dist. of Columbia	—	—	—	—	—
Florida			X		
Georgia		X	X		
Hawaii				X	
Idaho	X				
Illinois				X	
Kansas	X				
Kentucky	X	X			
Louisiana	X				
Maine	X				
Maryland					X
Massachusetts				X	
Michigan	X				
Minnesota	—	—	—	—	—
Mississippi		X			
Missouri		X			
Montana	X				
Nebraska			X		
Nevada	—	—	—	—	—
New Hampshire	X				
New Jersey			X		
New Mexico	X				
New York		X			
North Carolina			X		
North Dakota	X				
Ohio				X	
Oklahoma				X	
Oregon	X				
Pennsylvania					X
Rhode Island		X			
South Carolina				X	
South Dakota	X				
Texas				X	
Utah		X			
Vermont			X		
Virginia				X	
Washington	X				
Wyoming	X				
Total:	16	10	7	8	2

END

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